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| **Language and**  **Level / Grade** | French – Intermediate Mid/High  Grade 11 | Approximate Length  of Unit | | | | | | 6 weeks | |
| Approximate Number of Minutes Weekly | | | | | | 50 minutes/day; 5 days/wk | |
| **Theme/Topic** | Beauty and Aesthetics – World Heritage Sites | | | | | | | | |
| **Essential Question** | What is the value of preserving natural and cultural properties for future generations? | | | | | | | | |
| **Unit Goals** | | | | | | | | | |
| *What should learners know and be able to do by the end of the unit?* | Learners will be able to:   * Summarize the history of initiative to designate World Heritage sites. * Locate and identify several World Heritage sites on a world map. * List the criteria for selection of a place as a World Heritage Site. * Give examples of World Heritage sites, justifying why the sites were selected in terms of its historic importance. * Present an argument to designate a site a World Heritage site. * Compare local, regional, and national attitudes toward saving historic places and artifacts. * Convince others of the value of World Heritage sites. | | | | | | | | |
| **Summative Performance Tasks** | | | | | | | | | |
| * *These tasks allow learners to demonstrate how well they have met the goals of the unit.*   *• The tasks follow the format of the IPA, but are integrated throughout the unit.*   * *The template encourages multiple interpretive tasks.*   *• The interpretive tasks inform the content of the presentational and interpersonal tasks.*  *• The tasks incorporate 21st Century Skills.* | **Interpretive Mode** | | | | | | | | |
| View a world heritage site and give possible reasons for its designation based on what you see and background information. | | Read information on one of the World Heritage sites to evaluate its worth for continued preservation. | | | | Watch a video about the preservation process of a natural or cultural property and summarize the key steps in the preservation process. | | |
| **Presentational Mode**  Prepare a presentation to convince others that a selected natural or cultural property should or should not be preserved for future generations. | | | | **Interpersonal Mode**  Participate in a discussion about the value of preserving natural and cultural properties for future generations. | | | | |
| **Standards** | | | | | | | | | |
| **Cultures**  (Sample Evidence)  *Indicate the relationship between the product, practice, and perspective* | **Relating Cultural Practices and Products to Perspectives** | | | | | | | | |
| **Product:** Pont du Gard aqueduct  **Practice:** Preserving ancient Roman constructions  **Perspective:** Historic, artistic, engineering, architectural value of ancient constructions    **Product:** Vieille ville (Old city)  **Practice:** Maintaining the historic buildings and streets of a city  **Perspective:** Historic buildings and streets as a reflection of the personality and history of the city | | | | | | | | |
| **Connections**  (Sample Evidence) | **Making Connections to Other Disciplines** | | | | **Acquiring Information and Diverse Viewpoints** | | | | |
| **Social Studies:** World cultures – historic places, artifacts, location of places on a map, timelines  **Art History/Humanities** – architecture, design across time | | | | Websites about historic places from target culture with explanations of the importance of the places to the target culture  Timelines: historical, contemporary to compare events across time and cultures | | | | |
| **Comparisons**  (Sample Evidence) | **Language Comparisons** | | | | **Cultural Comparisons** | | | | |
| Vieille ville ancient, vieux  Les remparts  Histoire | | | | Visiting historic places as a family weekend activity  Appreciation of old and new constructions | | | | |
| **Communities**  (Sample Evidence) | **School and Global Communities** | | | | **Lifelong Learning** | | | | |
| Create a community blog featuring World Heritage sites and potential World Heritage sites (bilingual) with comments from people who have visited those places. Invite community members to contribute to the blog. | | | | Monitor and reflect on personal and class goals for the unit.  Document visits to natural and cultural properties, reflecting on their value currently and for future generations. | | | | |
| **Connections to Common Core**  and/or other required standards | **Reading 8:** Delineate and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  **Writing 6:** Use technology, including the Internet, to produce and publish  writing and to interact and collaborate with others.**Speaking and Listening 5:** Make strategic use of digital media and visual displays of data  to express information and enhance understanding of presentations.  **Speaking and Listening 6:** Adapt speech to a variety of contexts and communicative  tasks, demonstrating command of formal English when indicated or appropriate. | | | | | | | | |
| **Toolbox** | | | | | | | | | |
| **Can Do Statements** | | | | | | | | | |
| **Interpretive** | (L) I can understand the descriptions of efforts to preserve a cultural or natural property. (IH)  (L) I can understand the main idea and supporting details of a World Heritage site. (IH)  (R) I can understand postings on a blog about travel to World Heritage sites. (IM)  (R) I can read texts that describe the history of a cultural or natural property in order to summarize why it is being considered as a World Heritage site. (IH) | | | | | | | | |
| **Presentational** | (S) I can deliver a short presentation about a World Heritage site. (IM)  (W) I can write an article about a natural or cultural property that is being considered as a World Heritage site. (IM)  (W) I can post a blog about a World Heritage site. (IM) | | | | | | | | |
| **Interpersonal** | I can participate in a conversation about personal interest in visiting World Heritage sites. (IM)  I can exchange information about World Heritage sites that we studied. (IM)  I can ask for and provide descriptions of World Heritage places I want to visit. (IH)  I can use my language to discuss the value of preserving historic and natural properties with people whose opinions are different than mine. (IH) | | | | | | | | |
| **Language Functions** | | **Related Structures / Patterns** | | | | **Priority Vocabulary** | | | |
| **Describing** World Heritage sites  **Recounting** historic events  **Expressing opinions** about World Heritage sites  **Making recommendations** for future World Heritage sites | | I would like to visit….  Subjunctive expressions: preferences, opinions, impersonal expressions  Avoiding subjunctive  Past and imperfect tenses  Recognition of passé simple | | | | Remonter à (to date back to)  Le berceau (birthplace)  Les vestiges (remains)  A l’époque (at the time)  Au fil du temps (over the years)  Incontournable (a must)  Notamment (particularly)  Selon (according to)  Cependant (however)  Parmi (among) | | | |
| **Key Learning Activities/Formative Assessments**  *This is a representative sample of activities/assessments across the 3 modes of communication.* | | | | | | | | | |
| Learning Activity/Formative Assessment  *(Sample activities are listed from the beginning*  *to the end of the unit).* | | How does this activity support the unit goals or performance tasks? | | | | | | | Mode of Communication |
| View video explaining origin of World Heritage sites; write a reaction to the stated purpose for the World Heritage sites | | Establish context for the unit | | | | | | | Interpretive  Presentational |
| Locate World Heritage sites on a world map | | Become familiar with location of World Heritage sites around the world | | | | | | | Interpretive |
| Place World Heritage sites on a timeline by asking and responding questions about the age of various sites. | | Place World Heritage sites on a continuum from oldest to newest | | | | | | | Interpersonal  Presentational |
| Match historic events, people with World Heritage sites | | Place World Heritage sites in context | | | | | | | Interpretive  Presentational |
| Listen to descriptions of World Heritage sites and identify the property described | | Become familiar with specific vocabulary to describe World Heritage properties | | | | | | | Interpretive |
| Write a postcard to a friend describing your visit to a World Heritage site | | Writing descriptions | | | | | | | Presentational |
| Write a letter to the editor justifying preserving a natural or cultural property in your region | | Expressing opinions | | | | | | | Presentational |
| Exchange opinions about World Heritage sites you would like to visit some day | | Expressing opinions, making recommendations | | | | | | | Interpersonal |
| Play the role of a tour guide at a World Heritage site | | Describing, retelling the history of a place | | | | | | | Presentational |
| **Resources** | | | | **Technology Integration** | | | | | |
| <http://news.discovery.com/history/videos/the-birth-of-unescos-world-heritage-progeam-seeker-daily-150413.htm>  <http://travel.nationalgeographic.com/travel/world-heritage/>  <http://en.unesco.org/themes/world-heritage>  <http://whc.unesco.org/fr/list/>  <http://www.pontdugard.fr/fr/toutes-les-informations>  *La culture, moteur économique et social pour les villes, d’après un nouveau rapport de l’UNESCO:* <http://whc.unesco.org/fr/actualites/1572>  <http://dailygeekshow.com/meilleurs-sites-unesco-france/>  <http://www.charentelibre.fr/2016/10/26/bordeaux-elue-ville-la-plus-tendance-du-monde-par-le-guide-lonely-planet,3064719.php> | | | | Edmodo ([www.edmodo.com](http://www.edmodo.com)) - students can post work, exchange ideas, build their personal profiles, create blogs. | | | | | |